

Student Achievement Goal: Through implementation of the articulated content map for writing, students’ writing assessments will meet or exceed proficiency in one or more targeted type of writing (i.e., narrative, expository, or persuasive)

Links to EL Core Practices: CPB12 Teaching Writing Across Disciplines, CPB 10 Differentiating Instruction, CPB 8 Planning Effective Lessons, CPB 9 Delivering Effective Lessons, CPB 25 Using Assessment for Learning Strategies on a Daily Basis, CPB 26 Creating Quality Assessments

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<ul style="list-style-type: none"> ⊙ Teachers can effectively instruct writing using the Workshop Model ⊙ Teachers can focus instruction and assessment on grade-level specific traits of the 6+1 traits of writing. ⊙ Teachers can differentiate learning targets and project expectations to allow all students access to the content standards for writing. ⊙ Teachers can create and/or utilize assessment rubrics to evaluate student writing. ⊙ Teachers can instruct students in effective peer revision and/or critique strategies, as well as offer numerous opportunities for practice. ⊙ Teachers can create flexible groupings and pairings to for peer review work in writing. ⊙ Teachers can incorporate high quality products with a strong writing component into each expedition. 	<ul style="list-style-type: none"> • Schedules allow time for teachers to collaborate in selecting and/or developing appropriate assessment rubrics. • Planned teacher peer observations with reflection/debrief time targeted at strengthening instructional practices around writing instruction • The IG and teachers will construct grade level appropriate Peer Review Trackers and Documents for student use 	<ul style="list-style-type: none"> • The school designer will support individual teachers with writing instructional strategies • School designer will participate in classroom observations directed at supporting teachers with feedback and suggestions around writing instruction • When appropriate or as requested, school designer can model writing lessons for teachers. • The IG and SD can facilitate professional development experiences to support instructional needs around writing. 	<p>Evidence of Student Growth</p> <ul style="list-style-type: none"> • Students’ peer review forms name specific strategies to improve their own and peers’ writing. • Samples of student writing show improvement or show consistent proficiency when scored against a benchmark rubric • Anecdotal evidence indicates engagement and willingness on the part of students to execute multiple drafts in order to reach a target of excellence. • Final Drafted student writing will be featured and documented in Celebrations of Learning and Culminating products <hr/> <p>Evidence of Teacher Growth</p> <ul style="list-style-type: none"> • Observation and Coaching notes will reflect teachers engaging in workshop models and using mini-lessons to target traits and specific needs derived from student writing.

YOUR SCHOOL NAME – School Conditions Work Plan 2011-2012

School Conditions Goal: Through scheduled teacher peer observations (lesson study), teachers will refine and improve instructional practices.

Links to EL Core Practices: CPB 35 Leading Professional Learning CPB 27 Implementing Strategic School Structures

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<ul style="list-style-type: none"> • Teachers can name the purposes of peer observation and lesson study. • Teachers can participate in lesson study and exchange targeted meaningful feedback through use of a note-catcher • Teachers can effectively match an instructional practice or protocol to the content/target of a lesson • Teachers can demonstrate effective differentiated instruction 	<ul style="list-style-type: none"> • Time designated for planning, observation and debrief of lesson study/peer observation • The IG will develop a note-catcher for lesson study/peer observation rounds • School leadership will schedule lesson study/peer observations 	<ul style="list-style-type: none"> • School designer will participate in lesson study experiences in October and in February • End of year PD to synthesize benefits and burdens of this practice 	<ul style="list-style-type: none"> • Note catchers from Lesson Study • Anecdotal records from IG and Director • Teacher feedback around the practice of lesson study/peer revision on survey monkey or informally • At year's end each participant will produce a written summary and/or evaluation of the effectiveness of the lesson study/peer observation practice

**YOUR SCHOOL NAME - EL Professional Development Plan
2011-2012**

All direct service days will be scheduled in advance and may include the following:

- Leadership coaching
- Leadership team meetings
- Curricular planning sessions
- PD planning and/or facilitation
- Classroom observations/debrief sessions
- Coaching
- Support with National Conference preparation, Fund for Teachers applications, and other national activities
- Participation at institutes with staff members to provide targeted support

Number of direct service days (as designated by MOU): 10 days

Direct service days (List dates and recurring structures):

September

October 4 and 5: Classroom observations and Lesson Study/peer observations

November

December

January 2: Expedition planning for Spring Expedition; PD TBD

February 15: classroom observation and teacher support by appointment

March 15: (this date is targeted in case road closures due to weather prevent travel in February) classroom observation and teacher support by appointment

April 12: Lesson Study/ peer observations

May 15: Classroom observations with the Implementation Review scheduled for after school

June 19, 20: Expedition planning for Fall 2012; PD- TBD; IR review?

July

August 22, 23 (or 15, 16) Individual teacher meetings to support expedition plans; PD TBD

EL Institutes: (Include date, location, and # of participants)

- Leadership Cohort